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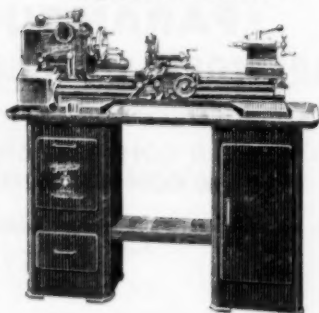
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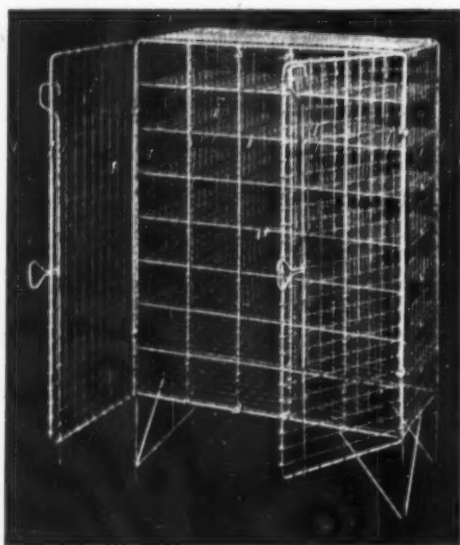
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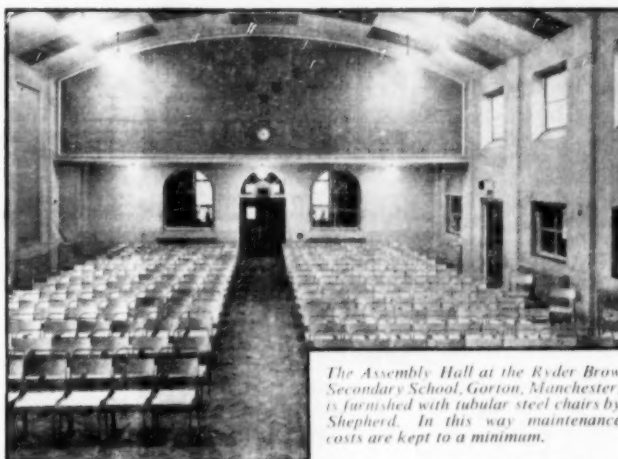
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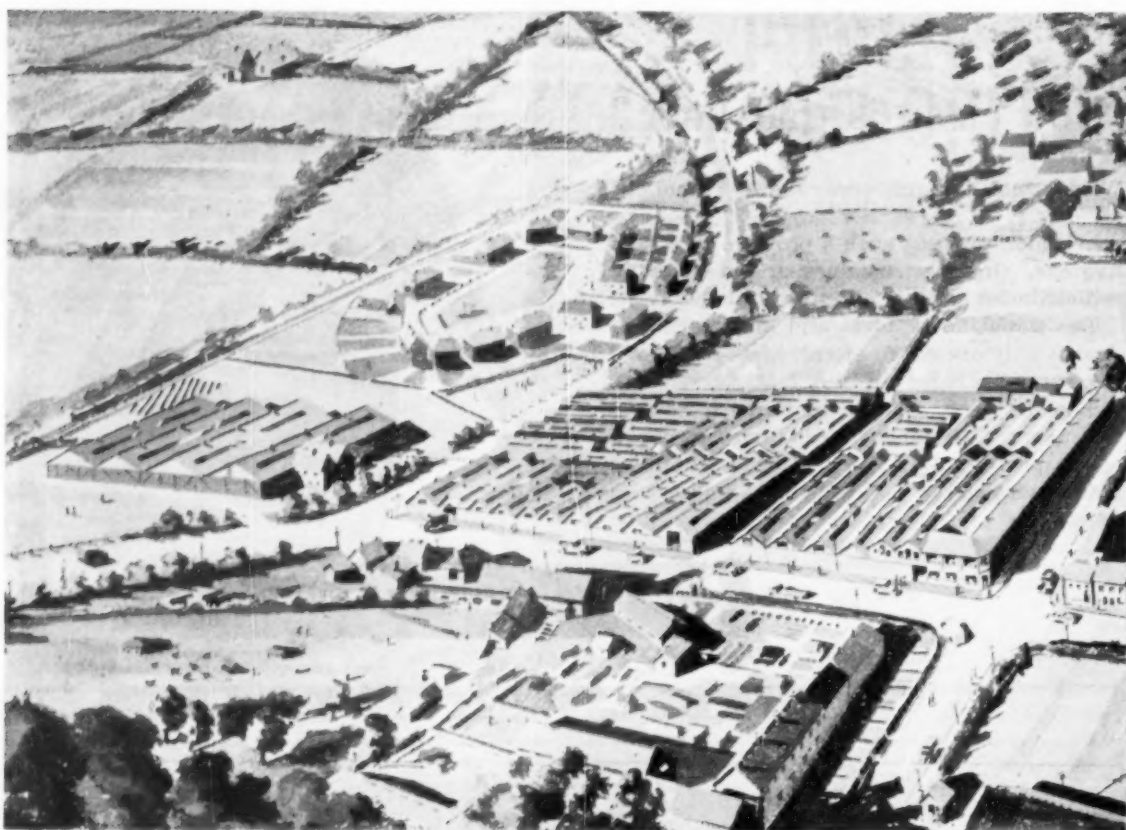
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MAY, 1953

The Role of the Teacher

By R. G. K. HICKMAN, B.A.
Secretary to the Grammar Committee of the N.U.T.

(One of a series of lectures on "Standards in Schools," given at the College of Preceptors.)

A school is not worthy of the name unless it adds to standards in knowledge and skills, standards of behaviour and outlook which are very real but difficult of analysis. Indeed, beyond this, it is the duty of a school not only to seek to interpret and educate for society as it is, but for society as it may be and might be. Many of the social and moral problems of a change so profound as the development of the welfare state can only be solved by years of education for such a way of living, and much will depend on the standards inculcated in the schools in the next decade, said Mr. Hickman.

Although they would reject, he said, much recent criticism teachers are no less aware of the problem of standards to-day than they have always been. The term 'illiteracy' is capable of a thousand meanings. At various times it is applied to a vast range of capabilities. As the Ministry of Education Pamphlet No. 18—"Reading Ability"—says, "In truth most definitions of illiteracy amount to this—that he is illiterate who is not as literate as someone else thinks he ought to be."

Mr. Hickman went on to say that as with standards, so with schools, there were very few exact measures which could be applied. The individuality of the British school was a hard won privilege which sought to promote standards from within. The better the school the more it tended to defy classification. Even grammar schools, probably the most definite type of school, were infinite in their variety. If that were so with grammar schools, how much more varied must be the other types of schools which were both more modern growths and less susceptible to external pressures. A virile democracy must always reject a rigid educational system.

The child of to-day of good and average ability, had wider interests and greater breadth of general knowledge than the child of even twenty years ago. But the schools were still feeling the effects of the war. It was surprising how much schooling some of the present-day pupils had missed in their formative years. Now that that problem was beginning to recede, it was being succeeded by thousands of over-large classes where pupils of rapidly widening capability were herded together, and where the most able had to be held back to the pace of the less able and the least able could not receive all the individual help necessary for them to overcome their initial difficulties. Further, the problem was more evident than it had been because of the increased attention being given to secondary education, and the custom of promotion by chronological age had thrown into bold relief something which was formerly obscure to a very large extent.

The home, too, played an important part. The school could do much, but if the home were antagonistic or even merely

neutral, the efforts of the school were considerably hindered. It was difficult for literacy to flourish in the home devoid of books. The chief leisure-time pursuits of to-day, sport, the cinema, the radio and television, desirable as they may be, were not incentives to literacy for most people, except in a very minor and fleeting way.

What Can the Teacher Do?

Now what could the teacher do about this problem of standards? asked Mr. Hickman. Nearly everyone connected closely with education was convinced that large and over-large classes were the greatest enemies of sound standards. Not all small children were ready to master reading, writing, and number as soon as they started school. It was true that modern thought about the age of readability, for example, had probably exaggerated the problem of when reading should be introduced, but there was a very big difference between child and child, and if all had to be treated alike in large classes, some were bound to suffer. Every child had a need and a right to a period of exploration before being confronted with more formal work. No average class of infant school children could be treated as a single group without detriment to some. As far as possible, they must be helped individually or in very small groups. The great battle for standards lay in individual care and attention in the infant schools and for thousands of potential citizens it was inevitably lost before it started so long as we accepted the archaic convention that because very young children were small and because the subject matter of their learning was easy to adults (the last two were the operative words) they could be dealt with *en masse*.

Thereafter, probably apart from very advanced work, generous staffing was needed chiefly for remedial work in the tool subjects. Here the only solution was small groups moving at an even pace with plenty of time for individual attention and the thorough care of each pupil. The laying of a foundation of sound standards, the repairing of faults and cracks in the edifice needed much care and attention and many more staff than were engaged in it at present. There seemed no hope for absolutely first-class standards in our primary schools unless there was a radical change of outlook on staffing.

"I referred earlier to the problem of promotion by chronological age," continued Mr. Hickman. "Of late years we have moved very much to this system and certainly if applied too rigidly it can have very serious effects on standards. The theory is that very backward children are provided with special schools and those left are capable of proceeding at a fairly uniform rate. This may be the theory but it is quite a long way from the facts. We are not by any means yet provided with all the special schools

necessary and there are thousands of children in normal schools and classes who should be receiving special treatment elsewhere, and, at the moment there is the remorseless pressure of the million or so extra children flooding the lower age groups and forcing the promotion of those above to make room for them. Nobody would wish to return to a system where adolescents were mixed with quite young children, but, in the secondary modern school in particular, and perhaps in the junior school, promotion by age must not be regarded as a sacred right or duty."

Mr. Hickman felt there was a very real need to keep as many pupils as possible with their contemporaries for as much work as possible. The seemingly dull and backward may not be so in all respects. The first task of the teacher in dealing with such pupils should be positive rather than negative. He should seek to discover what they were good at and try to give them every chance to be with the best for that work. Conversely, he should seek to give them special remedial attention and extra time for the things in which they experienced difficulty.

Turning next to the question of what to include and what to leave out of the curriculum, Mr. Hickman said that for the less able the ideal was too frequently something that was often called a "broad, general, liberal education," whatever that may be. At its worst this could mean large numbers of pieces of knowledge, often ill-related, and adding up to a considerable load on the pupil without achieving very much. There was no need in these days to make a plea that the education of our future citizens must not be too narrow, but there was a need to re-examine the curriculum with special reference to the standards which the less able pupil could reach.

"Let us not, therefore, continued Mr. Hickman, be afraid of temporary and individual specialization provided that the total curriculum of the whole school life is sufficiently broad, and provided that any narrowing is for educational ends, and is not dictated by unworthy motives such as a desire for economy. Here is certainly a problem which teachers should tackle, for it is fundamentally theirs and theirs alone.

There was, however, a point beyond which the school could not be self-sufficient in inculcating standards. The initiative lay with the schools but the success of any educational venture probably lay outside the school. In every matter the parents were very important, not least in the inculcation of standards. The parents must be able to see that the standards sought were not merely ideally good, but that they had a practical value as well. They must be able to see where the education led, not necessarily in terms of jobs or pounds, shillings and pence, but in broad, general possibilities, and they must be able to grasp easily that harder work and sounder endeavours by their children would pay bigger dividends. Consequently, the school must not be divorced from the outside world. There was also a real need for one stage of education to know what the next or preceding stage was trying to do. It was important that teachers should not be trained for too narrow a segment of work. Education was now regarded as a continuous process and we must see by every means in our power that it was so.

Finally, concluded Mr. Hickman, "I would say that, despite the very evident and valuable changes which are taking place in the organization of schools and in all the other things which flow from such changes, we are entering a period of consolidation after a rather uneasy period of experimentation. If teachers are given the opportunity and encouragement to re-think their problems, and above all, given the means to solve them by a more adequate provision of staff and buildings and equipment, we need have little fear for the standards of our educational system in the years that lie ahead."

Knowledge of English Language

In the House of Commons last month Sir W. Wakefield asked the Minister of Education whether she was aware of the concern felt by many technological institutes and other professional bodies in the country, at the low standard of knowledge of the English language of many of the candidates presenting themselves for associateship of such bodies; and whether, at an early date, she would arrange for consultation with local education authorities with a view to finding means for remedying this state of affairs.

Miss Horsburgh answered in the affirmative, but added that while she agreed that improvement is desirable, she thought the shortcomings are sometimes exaggerated. Local education authorities and teachers were giving much thought to this matter and as one way of helping them her Department is preparing a pamphlet dealing with the teaching of language in all types of educational establishments, and a special section will deal with the use of English by technical students.

Schools Meals Service—Grant Formula

The London County Council decided, in 1951, to ask the Minister of Education to alter the system of grant for school meals principally by fixing one unit cost instead of fixing separate unit costs for food and overheads. Since then representations to and meetings with the Minister have taken place in association with bodies representing other local authorities and a working party of officers was set up to devise a satisfactory alternative grant formula. However, none could be devised which was acceptable to the Minister, who has, therefore, decided that the unit cost system must continue in its present form.

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Campaign Committee for the Expansion of Higher Education

It is vital to the nation that, of its young people, those most fitted to benefit should receive the advantages of education at a university and, this cannot be achieved unless the procedure for selection is wisely conceived, says a statement issued by the Campaign Committee for the Expansion of Higher Education which draws attention to what it calls, "the very serious implications" of the "Agreed Note on Procedure for University Awards by Local Education Authorities." This note, agreed between the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom, the County Councils Association, the Association of Municipal Corporations, the Association of Education Committees and the Welsh Joint Education Committee, says the statement, appears to be essentially an agreement to disagree.

The Campaign Committee statement continues: "The Working Party Report on University Awards recommended that any candidate who was accepted by a university, had passed two subjects at 'Advanced' level in the General Certificate of Education, and showed satisfactory evidence of general education, should receive an adequate award, and the last Agreed Note on Procedure embodied this recommendation. The document now issued to govern the future abandons any idea that universities should recommend, and leaves it to the local education committees to make the selections with the help of such information as they choose to ask for from the universities and which the universities may be prepared to give them.

"The document begins by laying down the principle that 'University and college authorities are solely responsible for admissions. Local education authorities are solely responsible for making their awards.' This states their legal rights—it does nothing to ensure that universities and university colleges, in fact, receive those candidates whom they would choose to receive; at most they are left with the right to choose.

"Nobody except the university, indeed, nobody except those teaching in the subject or faculty concerned is capable of estimating the fitness of a particular candidate for the work involved. The problem is to discern promise of ability to work in a particular field at a much higher level. Performance in G.C.E. may not be a reliable indication of such promise since that performance may be at the limit of the student's capacity. Clearly, an interviewing panel of university teachers of, say, medicine is far better qualified to judge whether the candidate before them is likely to make a good doctor than a committee of laymen which is trying to determine fitness for all the subjects and all the professions which are entered through a university. There is no reason why the interviewing panel in the university should not have, and should not take notice of all the information in the way of school records and school estimates which are available to the local education authority.

"While it is true that hitherto the local education authorities have had the legal right to choose to whom they have wished to make awards they have, as a matter of course, received the universities' views on the suitability of their candidates. The present note on procedure does away with this practice and substitutes something which may mean very little guidance being asked for by the local education authorities or being given by the universities in the words of the note on procedure: 'The number of candidates seeking awards each year is now very considerable and, while in many cases, authorities may be able to make their decisions without obtaining further information from universities, there will still remain a substantial number of borderline cases about whom information must be sought.' This is so vague as to be almost worthless.

"In the Ministry of Education Circular 263, directed to this revised statement on selection procedure, the Minister has much that is wise to say although it is sometimes stated so diplomatically as to be obscure. Amongst other things, 'she expects that while some authorities, as a result of widening the range of candidates considered, may be led to increase the number of their awards, others may make some reduction as a result of exercising greater discrimination amongst candidates with the minimum qualification.' There is a danger that some authorities whose awards are still too few may mistakenly think this gives them a reason for making them still fewer."

The organizations represented on the Campaign Committee are: Association of Scientific Workers; Association of Teachers in Technical Institutions; Association of University Teachers; British Association of Chemists; National Union of Students; National Union of Teachers; Trades Union Congress; Workers' Educational Association.

Teaching in the United States

The British Committee for the Interchange of Teachers between the United Kingdom and the United States of America invite applications from candidates desiring an Interchange appointment for the academic year 1954/55 under the scheme administered by the Committee.

Teachers wishing to apply for exchange should write to the British Committee for the Interchange of Teachers, Concord House, 11, Charles Street, London, W.1. Completed forms should reach the Committee as soon as possible, but not later than the 31st October next.

Swansea Education Committee reports that the demand for school meals has fallen by about 10 per cent. since the price was increased.

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Education To-day

Criticisms of Schools Exaggerated

Most of the criticisms of the schools have been exaggerated said Mr. Ronald Gould, General Secretary of the N.U.T., speaking on "Education To-day," at a recent meeting arranged by the Berks. County Association. Some have been unfair: some have been quite untrue. No one questions that an investigation by the Ministry of Education showed that backwardness in reading had increased between 1938 and 1948. But, as the then Minister of Education said: "Nearly six years of war might well have produced a greater set-back but for the vitality and devotion of the education service." In fact, the Minister went further and added that it was only the unremitting efforts made by teachers during and after the war to offset its consequences that prevented a serious collapse of standards. In any case, however, most of the results of that investigation have, in recent months, been widely misquoted and the fact that it took place five years ago has often been entirely overlooked. What about the present? Of the utmost importance is the fact that the Minister of Education is satisfied that there has been a significant improvement since 1948.

Since the critics often infer that the schools are falling down on their job, let me give you a few facts which prove otherwise. Last year the Report of the Chief Medical Officer of the Ministry of Education revealed that the number of under-nourished children was now so small that the subject did not call for special mention. Between 1939 and 1949 London school children gained an average of $\frac{3}{4}$ -inch in height, and 1 $\frac{1}{2}$ -lb. in weight, and they were not only taller and heavier, but showed greater physique. Similar results were reported from other parts of the country. The schools can claim much of the credit, for school milk and meals, medical and dental treatment and physical training have been important factors in securing those results.

It is impossible to weigh and measure all the results of education, but the schools can point with pride to certain significant statistics. The number of full-time students in universities has increased by two-thirds since pre-war days. The teacher-training colleges have doubled their number of students; so, too, have art schools. Further education establishments have tripled their number of full-time students. Can anyone deny that this shows real progress? How could this have been possible if the schools were not doing their job and doing it well?

Widespread publicity has also been given recently to the prevalence of hooliganism and crime and some of the blame for this has been placed upon the schools. Yet there were 2,000 less children under the age of fourteen found guilty of indictable offences last year than in the previous year. But no such widespread publicity was given to this encouraging trend. If the schools were partly to blame for the increase, though I do not agree that they were, surely they should now be entitled to receive some measure of praise.

Class-room Dioramas

The class-room dioramas sponsored by the Imperial Institute have caught the imagination of teachers and many hundreds of the first two—"Indian Village" and "Fiji Village"—are now being put to good use in the schools. The issue of No. 3—"Nigerian Village and the Palm Oil Industry," has just been announced. As in the case of the earlier dioramas in the series, special attention has been paid to correct colour and treatment, and the artist has successfully caught the atmosphere of the rain forest of south-eastern Nigeria. The diorama shows a typical village built round a clearing on the river bank and the villagers, men and women, are seen gathering the nuts and extracting the oil.

Inter-Authority Payments

The Minister of Education has been requested says Adm. Memo. 444, by the Associations of Local Authorities, the Welsh Joint Education Committee and the London County Council to inform Local Education Authorities that the national flat-rate figures of £30 for Primary schools and £50 and £80 for Secondary schools, recommended under Section 6 (1) of the Education (Miscellaneous Provisions) Act, 1948 for the financial year 1951-52, have been reviewed by the Committee and, after examination of the information before them, the Committee recommend, for the financial year 1952-53, no change in the Primary schools figure but an increase in Secondary schools figures up to £52 and £84.

These recommendations have been accepted by the Associations of Authorities, the Welsh Joint Education Committee and the London County Council.

Manchester Education

In his annual report to the Manchester Education Committee, the chairman, Councillor M. P. Pariser, said the main task of the year has been to try to maintain standards in spite of difficulties created by the growing numbers of school children, rising costs, the accumulated effects of war-time neglect of buildings, and restricted financial resources. It has not, in fact, proved possible to prevent some deterioration in standards and the maintenance of buildings has fallen still further behind. Nor has the Committee been able to provide for re-organized schools the equipment which they should have.

The number of children of school age has continued to rise and there are now 103,486 children aged five and over in school, an increase of 24.7 per cent. in seven years. This inevitably has meant more large classes and in March, 1953, there were 139 classes with over fifty children compared with 111 classes in March, 1952.

Ten new schools were opened during the year and extensions to two existing schools completed, providing 3,900 new places of which 750 were for secondary school pupils. The total now of new school places provided since 1945 is 8,000 in new schools and 7,420 in additional classrooms. Future building programmes will show a preponderance in secondary school building to increase the secondary school accommodation for children born in the years immediately after the war.

Speaking of the School Health Service, the chairman said during 1952 28,744 children were medically inspected in schools and there were 122,993 special examinations in schools and clinics. The total number of attendances at school clinics for inspection and treatment was 378,999, an increase of over 60,000 from 1951.

The School Dental Service continued to expand: 53,804 children were inspected and 27,459 treated; increases of 5,552 and 2,795, respectively, from 1951. There has also been an increase in dental officers appointed, and, at present, there is the equivalent of almost seventeen full-time officers on the staff. This is the highest number since the Service was inaugurated.

Good School Savings

The County School, Sutton St. James, Spalding, has saved over £32,000 through its Savings Group, which was started by the present Head Master, Mr. A. P. Samuels, in 1924, and has been functioning under his guidance ever since.

Seven schools in the East Glamorgan Constituency of South Wales have 100 per cent. membership. They are Blaengawr Infants School, Blaenycwm School, Cadoxton Special School, Caegawr Senior School, Gelliwastad School, Pantywaun School, Trenwydd School.

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National Youth Orchestra of Wales

Over Easter week-end, about seventy-five members of the National Youth Orchestra of Wales attended a special residential course at Coleg-y-Fro (Y.M.C.A.) Rhosce, near Barry, under the conductorship of Mr. Clarence Raybould, assisted by Mr. James Whitehead and Mr. Norman Fawcett. The course was organized by the Welsh Joint Education Committee (Secretary, Mr. H. Wyn Jones), and the Director of Studies was Mr. Irwyn R. Walters, H.M.I.

The main object of the course was to prepare, by invitation of the B.B.C., a programme which is to form part of a special Coronation series of broadcast programmes entitled "Commonwealth Concert Hall."

Other programmes in this series are being sent from Australia (the combined orchestras of Sydney and Melbourne); from the New Zealand Broadcasting Symphony Orchestra and the famous Schola Cantorum of Wellington; from Canada (the Toronto Symphony Orchestra and the C.B.C. Symphony Orchestra of Montreal) and from South Africa (the Cape Town Orchestra and the S.A.B.C. Symphony Orchestra of Johannesburg, together with the S.A.B.C. singers). From Northern Ireland comes a special programme of pipers, singers and fiddlers, while Scotland is contributing a grand "Coronation Ceilidh" and a programme from the Scottish National Orchestra and the Phoenix Choir of Glasgow. From England comes a programme from the Halle Society of Manchester and the Royal Philharmonic Society of London.

Wales will be contributing two programmes—the new opera "Merna" by Arwel Hughes and Wyn Griffith, and the special concert by the National Youth Orchestra of Wales, with Miss Maureen Thomas (piano) and Miss Patricia Kern (contralto) as soloists. The orchestra will again be conducted by Mr. Clarence Raybould and the programme will be introduced by Sir Ben Bowen Thomas,

Permanent Secretary of the Welsh Department of the Ministry of Education. These programmes will be broadcast to the whole world in connection with the visit of Her Majesty the Queen to Wales in July.

The National Youth Orchestra of Wales, at full strength, consists of about one hundred and twenty young players drawn from all parts of the Principality, and it is a signal honour to them to be invited to take part in this broadcast series.

The Orchestra is maintained by all the local education authorities in Wales and Monmouthshire and is organized and managed on their behalf by the Welsh Joint Education Committee.

Three-Year Course of Training for Teachers

National Advisory Council's Statement

The Ministry of Education has been asked by the National Advisory Council on the Training and Supply of Teachers, to issue the following statement on behalf of the Council:

"It has long been the aim of those concerned with the training of teachers that the normal course of initial training should last for three years instead of the present two. The National Advisory Council on the Training and Supply of Teachers recently endorsed this aim and gave some consideration to the means whereby effect could be given to it. The possibility of any such reform would, of course, depend on the size of the teacher force required at the relevant time. The Council concluded that any compulsory provision for a three-year course would best be introduced in one stage and, having regard to the heavy demands for teachers which the increased birthrate in the immediate post-war years will cause during the present decade, the Council felt bound to advise the Minister that on present criteria, 1960 must be the earliest date for which the introduction generally of a three-year course could be considered. With that possibility in mind, the National Advisory Council propose to review the whole question again not later than 1958."

Central Advisory Council for Education

Miss Florence Horsbrugh, the Minister of Education, has appointed Miss A. M. Bozman, Head Mistress of Manchester High School for Girls, Miss E. H. Molyneux, Head Mistress of Grafton Infants' School, Dagenham, and Mr. T. F. Gilbert, Head Master of North County Modern Boys' School, Ashford, Kent, to be members of the Central Advisory Council for Education (England) in place of Miss M. F. Adams, Miss A. Brown, and Professor B. Debree, who have completed their terms of office.

Mr. R. Gould, Dr. Marjorie Reeves and Professor S. G. Raybould have been re-appointed for a further period.

Summer School in Speech Education

The Speech Fellowship announced that its 1953 Residential Summer School in Speech Education, under the direction of Marjorie Gullan, will be held in London from August 17th to August 22nd. There will be separate courses for primary and secondary school work, and subjects are Voice and Speech, Choral Speaking, Movement, and Drama for Schools. Although the School is residential, non-residents will also be enrolled.

As the Speech Fellowship is closing at the end of August, this is the last opportunity that teachers will have of attending a Fellowship Vacation School.

Copies of the syllabus may be obtained from the Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

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Education for Living

Contribution of Modern Language Teaching

The purpose of education for living in a world community is to develop in every individual the feeling that he belongs to one great human family, without making him lose touch with his own social environment. It is part of the task of Unesco to clarify and help solve the problems presented by such education.

To this end, the Organization held international seminars in 1950 at Macdonald College, near Montreal, Canada, and at Brussels. The first was on the teaching of geography, the second on history textbooks. In 1951, a third seminar, on the teaching of history, was held at Sevres, near Paris, attended by sixty-two participants from thirty-one countries.

Unesco is now preparing a fourth seminar, on the teaching of modern languages in primary and secondary schools, and on the role of such teaching in the universities, as a contribution to general training in the humanities. It will be held at Nuwara Eliya, Ceylon, from August 2nd to 28th, attended by about seventy experts designated by Unesco's Member States. Professor Theodore Andersson, of Yale University, will be the chairman.

It is obvious that children through learning foreign languages become better able to understand peoples other than their own. Nevertheless, teaching methods all too often constitute a stumbling block. They cause teachers and pupils to run the risk of losing sight of the final goal; this is to become imbued with the spirit of a foreign language in order to understand the culture and form of thinking which it reflects.

While teaching with the use of active and living materials, the instructor of modern languages has many opportunities to maintain the interest of the child, to stimulate his desire to know and understand. He finds valuable aids in films, filmstrips, gramophone recordings and radio broadcasts.

In addition, international correspondence between pupils in schools, guided by teachers, also has its usefulness. It shows the pupil the practical value of learning modern languages. Moreover, mutual correction helps both of the letter writers. Thus, the exchange of letters tends to become a means of effective cultural exchange. Post-cards, excerpts from newspapers and magazines, samples of local artisanry, and documents of all kinds help the letter-writers, whose curiosity is stimulated, to understand the problems of the peoples whose languages they are learning. A teacher, who arranges for correspondence by his pupils with persons in a variety of different regions, is also able to carry out interesting enquiries.

These few comments show both the range of the possible experiments which can be based on the direct method and the multiplicity of the means on which it rests. If only from the point of view of improvement of teaching, the seminar at Nuwara Eliya will give the participating experts an opportunity for fruitful discussions and profitable exchanges of views.

The psychological aspects of language teaching must not be overlooked either. It would be useful, for instance, to clarify the question of the optimum age for beginning language instruction and to examine what scientific basis there is for beginning the teaching of a second language at a relatively early age in the primary school. Also of interest in this general field are questions of language ability, of tests and measurements and of the effects on the pupil of attempting to learn two or more languages simultaneously. As problems of this kind have often to be dealt with in teacher training establishments, discussions of the psychological aspects of language teaching are likely to be closely linked to the question of the proper selection and training of language teachers.

But the scope of the seminar will be broader than this field of enquiry. It is to be expected that the participants

from various Unesco Member States will have the time and opportunity to raise special problems peculiar to their own Member States or whole groups of Member States. Participants from the countries of South Asia and of the Middle East may wish, for instance, to examine the difficulties created by the setting up of new national or regional languages which must be mastered by their citizens together with one or more of the more widely used modern languages considered necessary for retaining contact with the rest of the civilized world and for participation in international affairs. Another series of problems exists in the case of countries which have more than one official national language.

It is possible that the discussions on the teaching of modern languages will be carried beyond the classroom, to include those mass methods of instruction, suitable for adults as well as children, which have been perfected by modern science. Films and filmstrips, wire and tape-recorders, recordings, and radio programmes will probably be considered not only as audio-visual aids in the schools, but also as means of bringing language instruction to whole communities. The knowledge of such techniques may prove particularly useful in countries having to deal with a large influx of migrants.

Other fields of enquiry, which those participating in the seminar in Ceylon will wish to explore, are more directly connected with the link between modern language teaching and international understanding. In the recent past great improvements have been achieved in some countries in the teaching about other lands, their peoples and civilizations, using the foreign language itself as the medium of instruction. This special branch, sometimes described as the field of "area studies," undoubtedly falls within the scope of the seminar.

The spread of direct and precise knowledge of modern

(Continued on page 332)

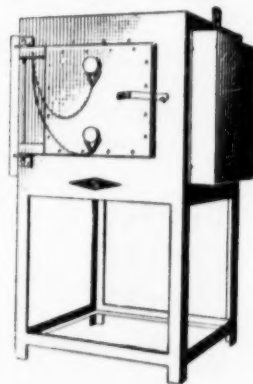
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The
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EDUCATION REVIEW

No. 3334

MAY, 1953

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Month by Month

School Worship.

THE Minister of Education has been in correspondence with a county and a county borough local education authority concerning the attendance of county school children at services specially conducted for them in church. The proposal that the pupils of a secondary school should attend a special Easter service in a local church has now been officially noticed and considered. It is only in this way that agreement can be reached as to what may and what may not reasonably be allowed under the Education Act, 1944 to 1948. The Minister, in answering this and similar enquiries, is always careful to say that she has no power to interpret statute law. Only the courts can do this. It is surely one of the happiest and most hopeful signs of to-day that in the eight years that have passed since the Butler Act became law no one has had recourse to legal proceedings on any matter relating to religious worship or instruction. The Minister herself sees no reason why county school pupils should not attend such a church service as was proposed, provided that the service was additional to the worship in school required by Section 25 (1) of the Act. The religious convictions of both teachers and parents must, of course, be respected. The attendance of teachers at the service must be voluntary and parents must be given notice of the service and opportunity to say if they wish their children not to attend. All this is eminently reasonable. It suggests clearly enough that, in the Minister's opinion, the "collective worship on the part of all pupils in attendance at the school"—the "single act of worship attended by all such pupils"—with which every "school day . . . shall begin" does not of necessity preclude any other act of worship on those days. It is therefore rather surprising to find that the Northampton Education Committee has forbidden any act of worship in county schools during school hours apart from the statutory morning worship, without the Committee's sanction. The proviso does no doubt indicate the Committee's desire to prevent any action contrary to the provisions of the Act and also to make the Authority rather than the Head Teacher responsible for any additional acts of worship. The decision does, however, make very surprising reading for those who remember when council schools were often regarded and described as godless. It even suggests that there is a tendency in some schools for God to be worshipped too frequently. It may be well to remember that the Act requires that the school day shall begin with a single act of corporate worship. It does not forbid the ending of the day with corporate worship. Many schools do in fact so end their day—even council schools—and the practice of saying grace at meals, perhaps both before and after, is quite general. Such grace is a prayer, an act of worship, a recognition of God's bounty, which has never required any Committee's sanction.

Local Government Reorganization.

AFTER the dissolution of the Boundary Commission in 1949 the Local Authorities Associations concerned entered on discussions *de novo* in order to produce for the Government an agreed re-organization scheme. In May, 1952, the discussions were adjourned until the Association of

Municipal Corporations were able to submit their own proposals. Since then discussions have taken place among the remaining associations, to which a fourth association has been invited. The result is that a report and recommendations for long-term re-organization have now been agreed and published by the County Councils' Association, the Urban District Councils' Association, the Rural District Councils' Association and the National Association of Parish Councils. The fact that the Municipal Corporations were not represented at these later discussions and are not a party to the recommendations means that the report now issued is not what the Minister of Local Government and Planning has been expecting, viz., "the agreed proposals of the Local Authority Associations." The report is, nevertheless, a most important one, particularly as the four associations concerned pledge themselves not to "suggest, countenance or support any alterations" of their proposals or of the principles on which they are based in the course of legislation to give effect to them. The report recognizes that the existing framework of local government is satisfactory and flexible enough to allow of modification and evolution without structural alteration. The proposals are therefore on conservative lines. Their effect on local education authorities should be studied.

There is no proposal to alter the functions exercised by County and County Borough Councils under the Education Acts nor to alter in any way the system of divisional administration in county areas. It is proposed that all county boroughs with less than 75,000 population shall, on a date to be prescribed, cease to be county boroughs; that non-county boroughs and urban districts with 100,000 or more inhabitants shall be entitled to deposit a Parliamentary Bill for county borough status; that the Minister of Local Government shall review the counties of England and Wales; and that the county councils shall review their own county districts. County boroughs with less than 75,000 population would not, however, be represented at the Minister's review of counties. They would thus be entirely ignored in any resulting proposals for "dividing, amalgamating, altering or extending" county areas. The proposals in general have much to commend them. They are in fact in line with suggestions made in these columns when the Boundary Commission was alive and active. It remains to be seen, however, how the Association of Municipal Corporations will react to proposals which would deprive a score or so of county boroughs of their present status and functions, while at the same time allowing other municipal corporations, now of non-county borough status only, to become county boroughs. This is the commonsense solution, which should have been made in 1944 when Part III Authorities were abolished. There are forty-one non-County Boroughs and six Urban Districts which have the special status of Excepted Districts under the Education Act, 1944. The proposals of the four associations would allow such of those as have a population of 100,000 or more to become County Boroughs with the full powers and duties of local education authorities. The Report does not suggest it, but it would seem logically to follow that excepted districts with less than 100,000 population—or, having regard to the recommendation on County Boroughs, of less than 95,000—should become districts of Divisional Executives. It is a notable defect of the proposals that they do not provide for any review of

county boroughs similar to that proposed for counties. Such a review would show which of the score of county boroughs proposed to be extinguished could, by a proper extension of boundaries, attain the minimum population figure mentioned and thereby become "effective and convenient units of local government." Such a method, rather than liquidation without even the right of appeal, would seem to be merited by the work done during the past half century by those towns in their capacity of local education authorities.

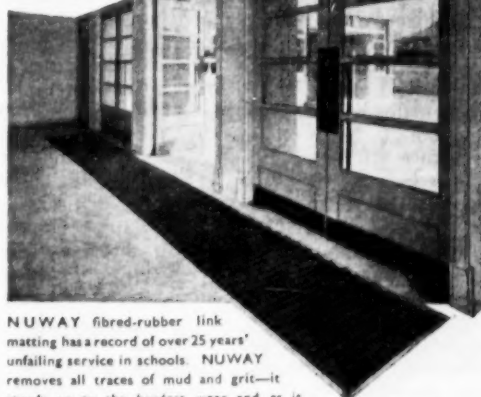
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Teachers' Superannuation.

THE National Union of Teachers at its Easter Conference expressed its regret at the "lack of progress in the discussions upon the provision of Widows', Orphans' and Dependents' Pensions" and called upon the Executive to make every effort to secure agreement upon a scheme for such pensions by next Easter. The demand for such provision is reasonable and just. What the teachers are requesting was promised long ago and, having regard to what is done in other professions, is long overdue. Unfortunately the Minister is more concerned with raising revenue by increasing teachers' and employers' contributions than with other aspects of the superannuation question. The questions which she raised in her very surprising letter are now being considered by a Working Party set up by the Local Education Authorities and certain Teachers' Associations. The Working Party's task is to consider the provisions of the Teachers' Superannuation Acts and what are politely called the Minister's

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"proposals" for amending them. The Minister has issued what is very much like another ultimatum. The Working Party may be able only to do as it is told and to arrive at conclusions already prescribed for it. This, they are told, they must do quickly. The whole process must be "carried through rapidly." The Minister agrees that in addition to her demand for a 20 per cent. increase in all contributions "a number of other matters" may be reviewed but only as "a matter of urgency." A time limit of four or five months is imposed by the Minister. Only if such speed is assured will the Minister not "carry any further at the moment, as a separate issue" the question of the 20 per cent. increase in contributions. She will, in other words, stay her hand for a few months. Even so it is to be hoped that, in the interests of the profession and of the schools now and still more in the future, the proposed increase will be successfully resisted. The case for such increase has now been completely demolished. The deficiency which it is supposed to meet is purely fictitious. The raising of national revenue, by a Minister other than the Chancellor of the Exchequer, and from one profession only, is a practice too dangerous to be regarded with indifference or complacency.

* * * *

Coronation Literature.

TEACHERS are now almost overwhelmed by the profusion of publications relating to the Coronation. Many really admirable and thoroughly reliable books and pamphlets have now been published on the Coronation Ritual and its accompanying Ceremonial. It is a pleasure to be able unreservedly to commend Mr. Dermot Morrah's *Most Excellent Majesty*, prepared by the Central Office of Information and published for 2s. by Her Majesty's Stationery Office. This really delightfully produced essay might serve as an effective introduction to English and British Constitutional History. The author is frank and refreshing in his personal observations. There are many good examples of this and it is difficult not to quote them all. One, however, will suffice to show the good stuff of this little book. The Queen is the symbol of the unity of her peoples, in time as well as in space. This idea itself is well worked out and there follows the paragraph:

But if this were all, if the Queen were no more than a symbol . . . her place might be taken by a flag, or a constitutional document, or the graven image that Nebucadnezzar the king set up for an enslaved people to worship. According to the British way of life, it is essential that the august symbol should also be a person, whom the people can not only venerate from afar but feel that they personally know, who is indeed one of themselves. She preserves for them the assurance that, beyond all the complexities and formalities of modern government, beyond the apparently soulless apparatus of officialism and the deep planning which is supposed to occupy the incomprehensible minds of statesmen, the ultimate reality for the sake of which all this vast machinery exists is the human being.

This is the kind of refreshment that many teachers and senior pupils can appreciate. Equally welcome too is the unbiased presentation of the facts and personalities of our history. The writer departs from the view, beloved of school history books, that the righteousness of a cause could only be judged by its success.

1 in 5 Educationally Backward

An inquiry carried out by the Army education authorities suggests that more than one in five of National Servicemen joining the Army are educationally backward.

This conclusion is drawn from a survey covering a four-months' period of National Service, from May to August, 1952. In that period the intake of National Service recruits in England, Wales, and Scotland totalled 45,332. Of that number 10,421, or about 23 per cent., were classed as backward, including 553 classed as illiterate.

The Army defines illiteracy as inability to complete a simple form giving personal details. Sub-illiteracy is inability to pass certain elementary arithmetical and verbal tests applied by the Selection of Personnel Department.

Backwardness was rarer in Scotland than in England or Wales; it was more common in Wales than in England. Of all the English counties, Bedfordshire, Middlesex, and Westmorland sent the lowest percentage of backward recruits—16 per cent. The proportion of backward recruits was 38 per cent. or more in Norfolk, Anglesey, Caernarvonshire, and Denbigh and Flint.

In Scotland only Nairn and Orkney had a higher proportion than 32 per cent. of backward National Service recruits.

Northern Ireland Educational Film Library

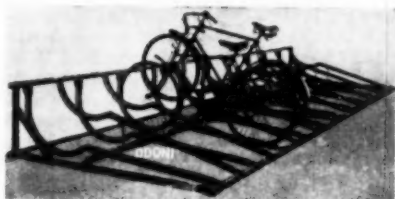
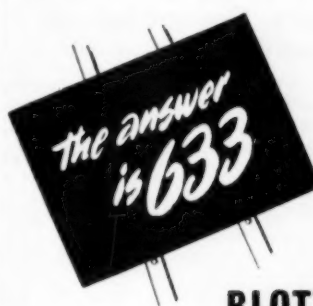
Over two hundred schools and many other organizations are now registered with the Northern Ireland Ministry of Education's Film Library, and about five-hundred films and two-hundred filmstrips are borrowed from the Library each month.

The Library, which is accommodated in Tyrone House, Ormeau Avenue, Belfast, was established by the Ministry of Education in 1949 and is managed on the Ministry's behalf by a Committee under the chairmanship of Mrs. D. McNabb, B.A., H.Dip.Ed., M.P. The Library holds over six-hundred 16 mm. sound and silent cine films, many of them in colour, and about 1,100 35 mm. filmstrips. The wide range of subjects includes Arts, Crafts, Architecture, Civics and Occupations, Commerce and Economics, Domestic Science, English, French, Geography, Health, and Physical Education, History, Mathematics, Music, Natural History and Science (Pure and Applied).

Education for Living—concluded from page 329.

languages, providing more accurate and objective information about the lives of peoples in other countries, certainly helps the mutual understanding of peoples. Can it be said that the improvement in teaching is a cause of the economic and spiritual evolution of the world toward more active international exchanges? Or can it be considered a result? It seems that there is concomitance, parallelism and reciprocal action between, on the one hand, the need and desire to know and understand foreigners better, and on the other hand, the use of a living and synthetic method of teaching. There is no doubt that the growing internationalization of economics, politics, science and art has led both teachers and students to replace the formalism of analytic pedagogy by active and direct contact with foreign realities. But it is also true that the spread of modern languages through a method that reveals the life of countries and the spirit of peoples has aroused new curiosity and provoked fruitful exchanges of all kinds.

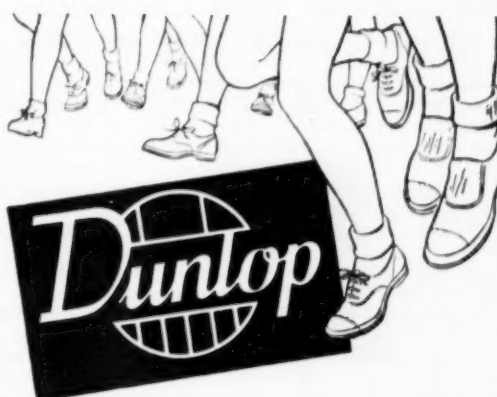
The two contemporary facts—the renovation of methods and the extension and progress of international relations—are both aspects of an evolution which tends to create international interdependence and co-operation in all fields of activity. It is in this spirit that Unesco has organized the seminar in Ceylon this Summer.

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National Advisory Committee on Art Examinations

The National Advisory Committee on Art Examinations, which was first appointed in September, 1949, to advise the Minister on the content and conduct of the examinations, has been reappointed. The membership of the Committee is now as follows:

Chairman.—Mr. F. L. Freeman.
Association of Art Institutions.—Messrs. J. H. Brookes, Kenneth Holmes, H. S. Magnay, W. G. Stone.
Association of Education Committees.—Mr. Stanley Moffett.
Association of Municipal Corporations.—Mr. G. H. Sylvester.
Association of Principals of Technical Institutions.—Dr. Frank Briers.
Association of Technical Institutions.—Mr. G. Mayor.
County Councils Association.—Mr. E. W. Woodhead.
Council of Industrial Design.—Mr. E. Race.
London County Council.—Mr. M. Wheatley.
National Society for Art Education.—Messrs. W. J. L. Gaydon, D. E. Milner, E. E. Pullée, W. M. Whitehead.
Royal Academy of Arts.—Mr. Henry Rushbury.
Royal College of Art.—Mr. R. Darwin.
Royal Designers for Industry.—Mr. A. B. Read.
Royal Institute of British Architects.—Mr. Neville Ward.
Society of Industrial Artists.—Mr. Lynton Lamb.
Welsh Joint Education Committee.—Dr. Richard Thomas.
Nominees of Minister of Education.—Mr. George Butler, Professor W. M. Coldstream, Miss Elizabeth Wray.
H.M. Inspectors.—Mr. A. Dalby, Mr. E. M. O'R Dickey, Miss M. Lockyer.
Ministry of Education.—Mr. G. W. W. Browne.
Secretary.—Mr. J. N. Archer; *Assistant Secretary.*—Mr. G. J. Sheppard.

Franco-British Essay Competition

Boys and girls, who are members of school branches of the Franco-British Society, have written essays on "The Importance of Friendship between Great Britain and France," in a competition inspired by Lord Bessborough, the Chairman of the Society. The Judge was Mr. Charles Morgan. He selected the following as the first prize winners: Cadet J. J. R. Collingwood, 15 years of age, Pangbourne Nautical College and Susan Whetman, 17 years old, St. Catherine's School, Bramley, and as second prize winners: J. P. Woods, aged 18, Christ's Hospital, Horsham, and Sarah Myers, aged 16, Roedean. R. M. Griffiths, 17 years old, Lancing College, and Antonia Mellersh, aged 16, St. Michael's School, Burton Park, were commended.

In his report, Mr. Charles Morgan wrote: "What emerges is that the young are political realists. The League of Nations and its ideals, vague or virtuous, might never have existed. Nor is there any visible leaning towards appeasement. Again and again the phrase, 'Balance of Power,' by which twenty years ago young and advanced circles were fashionably shocked, is used unblushingly, and the idea is firmly advanced as a principal reason for Anglo-French friendship. Our essayists advance four chief reasons for desiring closer bonds between Great Britain and France:

- (1) Defence against Communism.
- (2) Economic interests in common.
- (3) Cultural links—and several writers, who are by no means anti-American politically, are determined to resist the Americanization of Western European thought and manners.
- (4) A feeling, based on history, that the English and the French have been tiresome to each other long enough

and that, in the language of 1066, it is not 'a good thing' and ought to stop."

In his comments on the essays, Mr. Morgan stated: "Mr. Collingwood must be placed first. He has the wider field of sight and shows more understanding than any other competitor of the influence of sea-power, and the radically different influence of air-power, on history. Upon the nature of that difference and upon our ability to recognize without exaggerating it, the future of our two countries largely depends."

Mr. Morgan concluded: "My general comments on the essays are: (1) that in mood they are surprisingly conservative; (2) that they show an admirable willingness to see things—e.g., E.D.C. or the Saar, from a French point of view; (3) that they are remarkably free from hysteria, sentimentality and hopeless delusions—Talleyrand is quoted with approval and even Metternich has his nose in the classroom; (4) that their thought is more uniform and their writing duller and more blurred than they should be. I set out my awards, made without knowledge of age or school."

New Birkbeck College

The new Birkbeck College buildings in Malet Street, London, were formally declared open by Queen Elizabeth, the Queen Mother, when she visited the college last month.

After referring to the "absorbing story" of the college's development, the Queen Mother said the true value of university life was the wealth of interests and friendships which it provided, the companionship of many students of other ways of thought and life, holding passionately different beliefs on every subject under the sun—these were the elements which made for education as distinct from instruction.

Birkbeck College, which was founded in 1823 as the "London Mechanics' Institution," became in 1920 a part of London University, when the Court of the University set aside part of the University site in Bloomsbury for a new College. Until the transfer to the new building in September, 1951, its work was carried on at Breams Buildings, where the accommodation became inadequate.

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PERSONALIA

Mr. M. L. Edge, B.A., has been appointed Director of Education for Herefordshire, and **Mr. N. Smith, M.A.**, Deputy Director.

Mr. W. Stuart Black (Cheshire), has been appointed Deputy Director of Education for Leicester.

Mr. Robert D. H. Seaman has been appointed Vice-Principal of Saltley Teachers' Training College, Birmingham.

Mr. C. L. Hall, Head Master of Tipton Manor Grammar School, Chesterfield, has been appointed to succeed Dr. J. R. Kinnes, as Head Master of Grangefield Grammar School, on his retirement in July.

Mr. William Jeffrey has been appointed Principal of Donaldson's School for the Deaf, Edinburgh.

Mr. F. W. Scott, M.A., at present Senior History Master at Plymouth College, has been appointed Head Master of Batley Grammar School in succession to Mr. A. S. Benstead, M.A., J.P., who will retire at the end of the Summer Term.

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FILM STRIP REVIEWS

DIANA WYLLIE FILM STRIPS

18, Pont Street, S.W. 1.

The History of Westminster Abbey.—This well-produced strip comes to us at a very appropriate time for Coronation Year Programmes, providing much more information than strips concerned mainly with views or intended as guides. The theme is the development of the Abbey Church from its beginning as the humble monastery in the marshes. The first section concerns the Royal Gifts, outlining the contributions of five Monarchs from 1049-1485; and the close-up photographs show very plainly the details of the work of the artists and craftsmen. These pictures are excellent and a necessary supplement to the general views one usually finds. Many were made specially for the strip and one can readily appreciate the addition of each treasure in its turn. Other sections deal with the Abbey after the Reformation and the Abbey in the present day. Of particular interest at the moment is the closing section dealing with the unbroken chain of Coronations since Edward the Confessor. A fine isometric drawing of the Abbey will be useful to locate the many treasures and a photograph of the Abbey by floodlight provides an imposing finish to the strip. 39 frames.

The Ragged Regiment.—Frame 33 of The History of Westminster Abbey shows the Chapel of the Pyx and the Norman Undercroft now used as the Abbey Museum. It is the purpose of this strip to show the famous collection of Royal Funeral Effigies and Waxworks contained in the Museum. Mr. Howgrave-Graham, Assistant Keeper of the Muniments, Westminster Abbey, was responsible for the post-war restoration of the Effigies and many of his original photographs are used in the strip. This restoration brought to light many interesting facts, including plants found in the hay stuffing and the use of a superb yellow satin as early as 1503. The wax figures provide authentic material for a detailed examination of seventeenth and eighteenth Century costume. The whole strip serves as an interesting introduction to the purpose and use of Effigies; their construction is also outlined. 18 Effigies are depicted of which 7 are in wax. 27 frames.

UNICORN HEAD VISUAL AIDS, LIMITED

U.82—Tea—Plant to Packet.—This well-produced strip, sponsored by J. Lyons and Co., Ltd., consists of 33 frames in colour. There are two parts; the first dealing with work at the tea estate, and the second concerns the arrival of the tea in England, and its treatment before despatch to the consumer. A map shows the chief tea producing regions of the World. Typical tea growing country makes some colourful shots and care and growth of the tea plant are well depicted, and the colour change in the leaves during withering and fermenting is well shown. Tea tasting is followed by grading for auction; next we are shown blending and packing, and finally tea is sold over the counter. A useful diagram of the relative consumption of tea per head of population in the chief tea drinking countries of the World places the United Kingdom first. The two sections

are linked with some pleasing transport shots, including a cargo steamer in the Thames. Of equal interest to primary and secondary schools.

COMMON GROUND, LIMITED

CGA 550—Butterflies and Moths.—The first of a series entitled Nature in Colour. Twenty-two representative British Butterflies are dealt with, grouped according to their habitats such as gardens; lanes and fields; woodland; mountains, hills and heathland; and the water's edge. The colour transparencies are the work of Mr. L. H. Newman, F.R.E.S., and most of the photographs are of living specimens at rest on blossoms or leaves. The majority of these are beautiful studies and it is a delight to see them so large upon the screen; but in one or two of them the photography or reproduction is at fault; in particular, the stripes of the Red Admiral have become more orange than scarlet and the lovely orange of the Clouded Yellow is so washed out that one might suppose the Pale Clouded were represented were it not for the border markings—it is unfortunate that the two latter should have been passed for reproduction in an otherwise excellent film; it is essential that the colours should be accurate or the purpose is lost. The four moths added serve to point out some of the differences in structure between moths and butterflies.

Projection of pictures such as these, with natural settings, provides far more interest than episcopic projection of set specimens. The strip will serve as a very useful introduction to the study of butterflies and moths, especially in the primary school. Subsequent strips on life histories would be equally acceptable.

CGA 551—Birds.—The second in the Nature in Colour series, consisting of twenty-five colour photographs by Ernest Neal, M.Sc. As in the previous strip, the birds are arranged in five groups, according to their usual habitats, and other well-known birds that may be found in similar situations are indicated in the text. These are delightful studies; some birds are perched, some with prey, some at the nest and others on the ground or water. In all cases the backgrounds are well suited to clear projection, and the details of the plumage are remarkably good. In previous reviews we have stressed the need for good colour studies—a Nature Library of this type is invaluable. We hope that our best known wild flowers in their seasons and habitats will soon be covered in this fine series.

CGA 547—Oceans, Seas and Lakes.—Another in the 'Exploring the Landscape' series. The introduction to the text states: "It is hoped that this series will help to make the teaching of geography more graphic and stimulating." That hope has been realized—these strips are bristling with pictures of absorbing interest to children and adults alike. A dry description of technical terms is meaningless, but one is hardly likely to forget the impressive picture of the cirque lake on Cader Idris where the formation is almost obvious. In this strip other terms explained are: breaker, surf, strait, archipelago, fringing coral reef, lagoon, ox-bow lake, crater lake, and other lake forms. Lake, sea and ocean transport, fishing and dredging are also mentioned. 29 frames, designed for upper primary, but equally suitable for secondary scholars.

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Southampton Ocean Terminal.—A very useful strip presenting the most modern passenger reception station in the World. A map shows the position of Southampton relative to London and a scale plan with block models shows the position of vessels in the docks. The arrival and departure of the Queen Elizabeth is dealt with in detail with pictures of the liner from many angles. There are also views of King George V dry dock, Southampton Ocean Terminal, Customs, boat-trains and tugs. A map shows the dredged channel used by ocean liners. 50 frames.

British Railways.—This is a general introduction and right up to date. Two maps show respectively the six regions and the network of railways covering the country. There are fine photographs of modern trains with steam and electric locomotives and the newest gas-turbine experimental loco. is introduced. There are interesting sections on passenger transport and the carriage of freight and livestock; marshalling yards and traffic control; signalling and research; maintenance of permanent way and rolling stock, and the ferry services, including a picture of the Southern Region's first post-war vessel "Falaise." 51 frames.

British Transport Helps British Sugar.—This strip is designed to show the extensive planning required for the transport of large quantities of sugar-beet from fields to factories, and the various methods employed for quick unloading. A very useful map shows the beet growing areas. Harvesting by hand and mechanical harvesters are well shown followed by lorry loading and assembly of special beet trains. Unloading by tipping or floating out by water-gun show interesting aspects of adaptation to a particular need, and the transport of coal and limestone is also dealt with. The strip concludes with sugar extraction and use of by-products. The whole shows how carefully the means of transport are linked up with the requirements of the factory. 46 frames.

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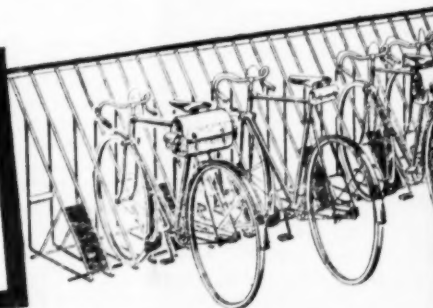
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To the Channel Islands.—An introductory map serves to show the exact position of the four islands, and introductory frames show interiors of British Railways Shipping and outline the services. Although the major portion of the views are of Guernsey and Jersey, Sark and Alderney are not forgotten. The scenes of bays and beaches, farmlands and hedgerows, buildings and places, activities and products provide an interesting foretaste of what may be seen in these delightful and popular holiday islands. 47 frames.

Railway Civil Engineering.—This strip introduces a fascinating subject—the planning of the course a railway is to take and the overcoming of the difficulties and obstacles encountered in the form of mountains and hills or valleys and rivers. The pictures shown here will make a very suitable "follow-up" of earlier "map study" with reference to relief and the effect on roads and railways. There are some excellent photographs of viaducts and well known bridges of varied types, including the modern Wimbledon "fly-over" so helpful to main line traffic from Waterloo. Track, signals and tunnels have their place too and we are reminded of the dangers of rock slip and the hazards of floods and snowdrifts. 44 frames.

New Wall Charts

World Wool Map. (International Wool Secretariat, 5s.) Shows distribution of merino, crossbred and carpet sheep, principal manufacturing centres, and statistics of sheep numbers, wool production and wool consumption. On the same sheet is a separate enlarged map of the United Kingdom and Eire, showing actual pictures of the principal sheep breeds in the areas in which they predominate, and also indicating the location of all wool manufacturing areas and the type of wool textile produced.

The English Village: Its Life and Work. (Univ. of Lond. Press for Pictorial Charts Unit, 4s. 6d.) Based on a survey of a Somerset village, this chart sets out to sketch a portrait of village life to-day, the amenities, changing structure, government, work and leisure activities. The village type in relation to the geography of the area is also indicated. Should be particularly valuable as an inspiration to local projects anywhere.

Television and You. (Univ. of Lond. Press, 4s. 6d.) Based on a B.B.C. audience research survey, information on the impact of television on the various categories of the public is given point by the addition of questions designed to stimulate discussion of television—"its use and abuse."

A Code for the Country. (National Parks Commission.) Centuries of toil and care have gone into Britain's countryside and on this large chart, which can be obtained free from the Commission at 3, Chester Gate, Regents Park, London, N.W.1, are portrayed some of the interesting and important things to remember when we go to enjoy the beauties and pleasures of the garden that is that countryside.

The Monarchy. (Educational Productions, Ltd., 15s.) Three charts giving a pictorial representation of the history and duties of the Monarch. Sheet 1 shows the rise and fall of the Monarch's powers over the last few centuries; Sheet 2, the duties of the Monarch as head of the state, etc.; Sheet 3, the residences, income and ceremonial uniforms.

There were 8,027 children in the care of the London County Council on November 30th, 1952—an increase of about 700 compared with the previous year and of over 2,300 compared with three years ago.

BOOK NOTES

CORONATION BOOKS

Her Majesty, Queen Elizabeth II. (Max Parrish, 2s. 6d.)

An interesting pictorial record of outstanding events in the life of Queen Elizabeth II. Its seventy-nine photographs include thirty-nine of the finest possible pictures selected from the many hundreds taken of the young and growing Princess, her activities, betrothal and children, with impressions of the pomp and ceremony of great occasions. Also there are forty portraits of the reigning Kings and Queens of England, since William I, selected from contemporary sources; together they give a suggestion of the long history of British monarchy to which the new Queen is heir. Finally, there is a delightful and characteristic Foreword by Beverley Nichols on the history and meaning of the greatest day in the Queen's life.

The book was originally designed and produced for Canada where it has been adopted for presentation to schools in Ontario, Newfoundland, Nova Scotia and Alberta, on the occasion of the Coronation, with a Foreword by the Prime Minister and Premiers of the Provinces concerned.

The Queen and Her Royal Relations, by Conrad Miller-Brown. (Rupert Hart-Davis, 7s. 6d.)

A Who's Who of the Royal Families of Europe in so far as they relate to H.M. Queen Elizabeth II. In addition to the biographical matter, a large frontispiece in colour gives the Royal Family Tree with the lines of descent from Queen Victoria and King Christian of Denmark together with the coats of arms of the different countries.

Most Excellent Majesty. Text by Dermot Morrah and prepared by C.O.I. (H.M. Stationery Office, 2s.)

The scope of this volume is excellently covered by the sub-title, "The Crown: from first beginnings to its place in the modern world," and deals with the monarchy in history and the modern state followed by two admirable sections on "The Queen and the Commonwealth" and "The Queen and the People." The whole fully illustrated.

My Coronation Book, compiled by Leslie F. Church. (Epsworth Press, 1s.)

An explanation of what the Coronation means with a description of the Coronation scene and ceremony, together with an interesting story of the tradition of service in the Royal Family and of course much about the Queen and her family life.

Passe-Partout, for School and Home, by Frederick T. Day. (Newnes, 8s. 6d.)

Many readers will be cognisant with Mr. Day's earlier books on coloured paper craft, an art in which he is now an accepted authority, and the present volume is a natural sequence to his three earlier books. Here he provides a fascinating guide to passe-partout binding and framing, model-making and decorative work of all kinds. Every facet of the subject is dealt with from simple bindings to advanced work for the experienced designer, the various aspects being well illustrated by over fifty black and white illustrations and a number of plates in full colour.

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These booklets, which are illustrated, follow the pattern of previous numbers in this series, and are designed to introduce readers to the wide choice of occupations open in the different branches of the respective industries, and to give information on the qualities required by boys and girls who enter the various occupations. They also provide information about methods of recruitment and training, conditions of employment, facilities for further education and the prospects before the young worker.

Wool in History. Science and Wool.

(International Wool Secretariat, 2s. each.)

These two books, which contain articles reprinted from *Wool Knowledge*, the journal of wool education, are uniform with the two titles already issued, "Growing Wool," and "Making Wool Fabrics," and with them provide in a convenient form a comprehensive account of the pastoral, manufacturing, historical and scientific aspects of wool.

Visual Aids : Films and Filmstrips, Part III. (Educational Foundation for Visual Aids, 3s.)

This revised edition of Part III (Science for Secondary Schools) of the comprehensive film and filmstrips catalogue, prepared and published by the Foundation, has been greatly extended by the addition of much new material and all prices have been brought up to date. It lists and describes over 850 films and filmstrips for classroom use with pupils of eleven years and over, in the teaching of Physics, Mathematics, Astronomy, Chemistry, Nature Study, Biology, Hygiene, First-Aid, and Agricultural Science. An objective description is given of each teaching aid, and the detailed index assists the teacher in tracking down the visual aids suitable for his own special requirements. An essential list for all schools using these educational aids.

Illiteracy Figures for 86 Countries

Statistics from many countries on illiteracy, education, libraries, museums, books, newspapers, newsprint, films and radio are given in a pamphlet, "Basic Facts and Figures," published by Unesco.

The figures on illiteracy for 86 countries show the magnitude of the problem, which is particularly acute in Africa and Asia. Apart from St. Helena, where illiteracy was estimated to be about 1 per cent., those African countries for which figures are given vary from an estimated 70 per cent. for Uganda to 99 per cent. for Mozambique. In Asia, the figures range from 91 per cent. for India (1931 census) to 34 per cent. for Cyprus (1946 census). Both these figures relate to the population over ten years of age.

The pamphlet states that though it is becoming universally recognized that every child has a right to education and though free and compulsory education is the goal to which educationists are constantly striving, the facilities and opportunities for primary education are still unequally developed in different parts of the world. The highest number of pupils per teacher is 115 in Mozambique. Other countries with a very high pupil-teacher ratio are Spanish Guinea (85), French Equatorial Africa (73), Dominican Republic (86) and Yugoslavia (59). The figure given for England and Wales is thirty-one pupils per teacher; for the United States it is thirty-two.

The pamphlet gives a warning against attempting to draw conclusions from figures given in the pamphlet since widely differing definitions and qualifications are used when compiling national statistics.

MISCELLANY

Carlisle Education Authority has decided to set no age limit for applicants under its proposed scheme for university awards. Older candidates will be considered on their merits.

Ceylon has abolished customs duties on imports of educational, scientific and cultural materials. The government has granted this concession pending formal revision of its tariff schedules to bring them into line with a Unesco-sponsored international agreement.

Increased education authority bursaries for school pupils over fifteen, and for students undergoing full-time courses of further education are proposed in draft Regulations published by the Secretary of State for Scotland. It is proposed that the new scales will come into operation on September 1st.

During the current year Hungary is building 30 large primary schools, with a total capacity of 664 classes. Classes will average 25 to 30 scholars each. Each new school will have a gymnasium, a library, physics, chemistry and natural science laboratories, and specially equipped history and geography rooms.

Eighty-five thousand students throughout the world went abroad last year to study in universities and other institutions of higher learning. A Unesco survey of fifty-five countries covering the 1951-1952 school year showed that Europe and North America are exactly equal in enrolment of foreign students. Each continent accounted for 38 per cent. of the total.

Switzerland is the fourteenth nation to ratify the Unesco-sponsored international Agreement which abolishes import duties on a wide range of educational, scientific and cultural materials. The thirteen countries already operating this convention are Cambodia, Ceylon, Cuba, Egypt, Israel, Laos, Monaco, Pakistan, Philippines, Sweden, Thailand, Vietnam and Yugoslavia.

Replying to a question as to how many children over five years of age have not been able to gain admission to infant schools, the Minister of Education said she knew of about 780 children whose admission to school has been temporarily postponed owing to shortage of accommodation. For most of these, places will be found shortly, but there are about 180 for whom it may not be possible to provide before next term.

Under an agreement signed in Rome last month by Signor De Gasperi and the French, German, United States, and British Ambassadors, the four libraries administered under sequestration as German assets in Italy—those of the Hertzian Institute, the German Archaeological Institute, and the German Historical Institute, in Rome, and of the German Institute of the History of Art, in Florence—are to be immediately restored to the former German owners.

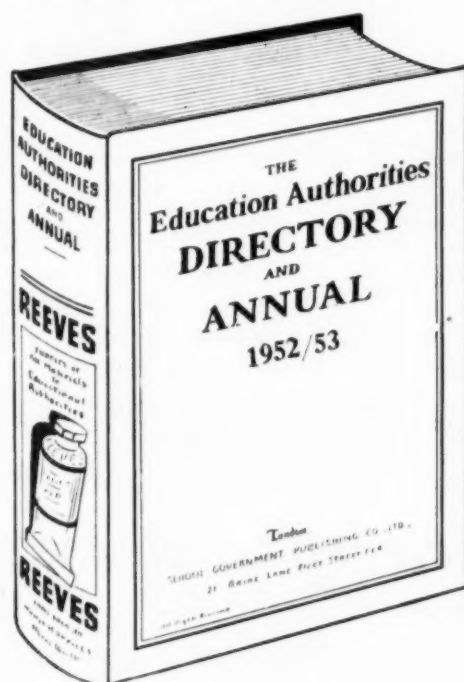
The specially designed propelling pencils which the L.C.C. is issuing to London school children as Coronation souvenirs will be presented shortly to more than 420,000 over five years of age. Of these, 286,000 are in primary schools, 128,000 in secondary schools, 6,600 in day special schools, 1,500 in boarding schools, 180 at Woolverstone Hall, 350 at hospital schools and 100 having home tuition. **A souvenir spoon** has been selected for the under-fives in the Council's maintained and assisted nursery schools and classes.

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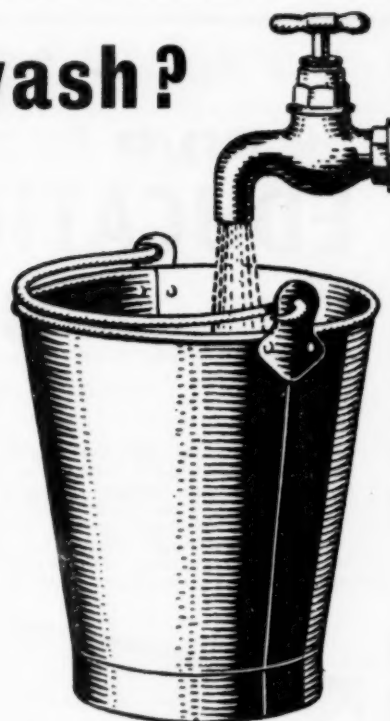
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